DOCUMENT RESUME

ED 370 150 CS 508 578

AUTHOR Hall, Ora L.
TITLE Enhancing Conflict Resolution Strategies with Prekindergarten Students through Children's Literature and a Citizenship Program.
PUB DATE 94
NOTE 69p.; Ed.D. Practicum, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Childrens Literature; *Citizenship Education; Communication Research; *Conflict Resolution; Instructional Effectiveness; *Interpersonal Communication; Preschool Education; Young Children
IDENTIFIERS Emergent Literacy

ABSTRACT

A practicum was executed with the primary purpose of enhancing prekindergarten students' ability to address conflicts in a positive prosocial manner. The location of the practicum was an urban elementary school which houses prekindergarten through grade 6. A literacy program (consisting of storytelling activities using the various forms of children's literature, role playing, puppetry, flannel board, organized games, and physical movement) and a citizenship program providing opportunities for students to be distinguished for exhibiting appropriate social behavior were implemented during a 12-week period. Students completed conflict inventories near the beginning and end of the practicum period. Students were also observed during "choice time" and recess. Results indicated that: (1) inappropriate acts of conflict before the practicum numbered over 30 per day and dropped considerably during the last 4 weeks of the practicum; (2) students' ability to determine the appropriate course of action in the event of a conflict increased significantly; and (3) students received both programs with much enthusiasm. (Contains 52 references and 4 tables of data. A record form for observations, the conflict inventory test pictures, and a 44-item bibliography of children's literature are attached.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 370 150

Enhancing Conflict Resolution Strategies With Prekindergarten Students Through Children's Literature and a Citizenship Program

by

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Ora L. Hall

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
O. Hall
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Cluster 51

A Practicum I Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

CS508578

NOVA SOUTHEASTERN UNIVERSITY

1994

PRACTICUM APPROVAL PAGE

This practicum took place as described.

Verifier: Judy R. Williams
Judy R. Williams

Principal
Title

Washington, D.C.
Address

March 19, 1994
Date

This practicum report was submitted by Ora L. Hall under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

25 May 1994
Date of Final Approval of Report

Roberta Wong Bouverat
Roberta Wong Bouverat, Ph.D., Adviser

TABLE OF CONTENTS

		Page
TITLE PAGE		i
APPROVAL PAGE		ii
TABLE OF CONTENTS		iii
LIST OF TABLES		iv
I	INTRODUCTION	1
	Description of Community	1
	Writer's Work Setting and Role	2
II	STUDY OF THE PROBLEM	4
	Problem Description	4
	Problem Documentation	6
	Causative Analysis	9
	Relationship of the Problem to the Literature	11
III	ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	16
	Goals and Expectations	16
	Expected Outcomes	16
	Measurement of Outcomes	17
IV	SOLUTION STRATEGY	18
	Discussion and Evaluation of Possible Solutions	18
	Description of Selected Solution	21
	Report of Action Taken	24
V	RESULTS, DISCUSSION AND RECOMMENDATIONS	33
	Results	33
	Discussion	37
	Recommendations	40
	Dissemination	41
	REFERENCES	43

Page

Appendices

A RECORD FORM FOR OBSERVATIONS 48

B CONFLICT INVENTORY TEST PICTURES 50

C BIBLIOGRAPHY OF CHILDREN'S LITERATURE 57

LIST OF TABLES

Tables

1 Number of Inappropriate Behaviors of 21 Students for Observation 1 7

2 Students' Responses to Pre-Test 9

3 Number of Inappropriate Behaviors of 21 Students for Observation 2 35

4 Students' Responses to Post-Test 36

PRACTICUM APPROVAL PAGE

This practicum took place as described.

Verifier: Judy R. Williams
Judy R. Williams

Principal
Title

Washington, D.C.
Address

March 19, 1994
Date

This practicum report was submitted by Ora L. Hall under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

25 May 1994
Date of Final Approval of Report

Roberta Wong Bouverat
Roberta Wong Bouverat, Ph.D., Adviser

Chapter I

INTRODUCTION

Description of Community

The setting for the practicum is an elementary school located in a major metropolitan city. The school's community is characterized by a combination of single-family and apartment dwellings, small businesses, and a park. The population consists of approximately 37,0000 working- and middle-class residents.

The school is part of a large school system. There are 179 schools of which 129 are elementary schools. Presently, approximately 88,000 students are being serviced by 6,500 instructional staff members. Additionally, there are 1,500 support staff members and a volunteer corps.

The school is situated on three acres of land. The physical plant is comprised of one building which includes 25 classrooms, lunchroom, auditorium, library, administrative offices, music room, art room, and computer laboratory. The surrounding acreage contains two playgrounds that provide facilities for organized sports activities and usage of playground equipment.

The school's enrollment is 425 students. The students are assigned to grades: prekindergarten to sixth. The enrollment is ethnically and racially diversed.

Consequently 65% of the students are African Americans, 27% are Caucasians, 5% are Hispanics, and 3% are Asians.

Writer's Work Setting and Role

The writer is a product of the school system which is the locality of the practicum. In addition, the writer matriculated at local colleges. She has a bachelor of science in elementary education and a master of arts in early childhood education. The writer maintains certification to teach all elementary school grades. However, the writer has actually taught prekindergarten to third grade over a period of 25 years. Furthermore, the writer has served as a curriculum writer to develop a prekindergarten curriculum guide for the school system.

The writer is assigned to the Intern-Mentor Program as an early childhood mentor teacher. The primary objective of the position consists of providing guidance and assistance to new teachers (interns) to execute an efficient transition from college, another school system, or another career with a personalized on-the-job support system. The writer's responsibilities include assisting the interns to develop instructional programs in order to achieve competency in planning, preparing, and delivering classroom instruction. Moreover, the writer helps interns to determine appropriate methods of assessing students' progress and to develop strategies to maintain effective classroom decorum. Needed materials and other resources are obtained by the writer

which may require surveying the availability of supplies and equipment in the local schools. Likewise, the writer conducts demonstration lessons with the interns' classes and makes arrangements for the new teachers to participate in on- and off-site visitations of competent teachers. Most importantly, the writer maintains documentation of the interns' progress and participates in two formal evaluation sessions with local principals. The results of this collaborative process highly influence the interns' continued employment status in the school system.

To undertake the responsibilities of a mentor, the teacher is released from a classroom assignment. Presently, the school system is experiencing a teacher shortage. Subsequently, the writer will maintain a prekindergarten class until a replacement is secured.

Chapter II

STUDY OF THE PROBLEM

Problem Description

According to Shantz (1987), conflict is perceived as a pivotal element in significant theories relating to human development. The author clarifies this statement by citing several theorists' perspectives. Freud defines three functional factors of an individual's personality as the id, ego, and superego. The researcher explains that the forces are in constant confrontation regarding a person's aspirations and society's rules and regulations. Another theorist, Erikson, formulates the psychoanalytic theory with three levels of development. During the progression of the stages, the individual experiences conflict with parents, crisis of psychosocial development, and eventually, methods of adapting. Piaget, a noted psychologist, identifies the existence of conflict with the young child. The researcher states that the child maintains a deficiency to differentiate logic and perception. Furthermore, Piaget denotes that the young child lacks interpersonal skills to encounter social conflict. Weigel, a contemporary theorist, includes conflict as a factor when a person's adjustment to the environment is being examined. Consequently, theorists acknowledge the concept of conflict as a vital element for

fostering human development, adaptation, and the change process.

Even though conflict is recognized as an essential force in human growth, there are instances where confrontations can be undesirable and unproductive. The negative aspect of conflict was exhibited distinctly in the targeted prekindergarten classroom during the free choice and recess periods. The writer and the teacher's aide observed students fighting over a specific toy or apparatus located in the classroom or on the playground. During other instances, students argued over a particular space (e.g., chair, position in the circle). Additionally, students were observed disputing over who would be "first:"

a. Students wanted to be the first in line.
b. Students desired to be the first to go to the water fountain.
c. Students wished to be the first to choose an activity for the free choice period.
d. Students insisted upon being the first to use the playground equipment.

Moreover, students were observed inflicting harmful physical contact (e.g., hitting, spitting, kicking, pushing). Additionally, students were observed articulating disagreeable comments as the following:

a. "I don't like you."
b. "You are ugly."

c. "You stink."

d. "I don't want to be your friend."

e. "Your picture is ugly."

In summary, constant occurrences of conflict were prevalent in the prekindergarten setting. The problem was: Students lacked the ability to effectively solve disagreements.

Problem Documentation

Extending a four week duration, the prekindergarten students were observed as they participated in free choice time and recess activities. Based on the Vaughn and Ridley Observational System (Vaughn & Ridley, 1983), the writer created a record form (see Appendix A) to record (a) undesirable physical contact, (b) the utterance of unpleasant comments, (c) the insistence of being "first," (d) the desire to possess the same toy/apparatus, and (e) the persistence of occupying the same territory. The writer collected data that revealed that the students engaged in 10 to 30 occurrences each day. The observations are analyzed in Table 1.

Table 1

Number of Inappropriate Behaviors of 21 Students for Observation 1

	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
Undesirable Physical Contact	4	6	6	7	4	7	5	4	6	3	2	3	4	2	3	4	1	2	4	5
Desiring to be "first"	7	8	10	9	8	11	8	6	8	10	7	8	6	4	6	4	3	2	5	4
Unpleasant Comments Spoken	9	5	4	6	7	3	5	7	9	4	4	5	4	0	2	6	4	3	3	2
Desiring the Same Toy/ Apparatus	6	8	3	4	7	6	7	6	4	6	8	0	3	4	7	5	2	4	5	3
Desiring the Same Space	4	3	2	1	3	1	3	5	3	4	5	2	2	3	3	2	0	2	4	5
TOTAL	30	30	25	27	29	28	28	28	30	27	26	18	19	13	21	21	10	13	21	19
			Week 1					Week 2					Week 3					Week 4		

To gather additional data regarding the students' conflictive situations, the writer developed the Conflict Inventory Test (see Appendix B). The format was adapted from similar instruments described by Harter and Pike (1984), Musun-Miller (1988), and Denham, Bouril, and Belouad (1991). The writer's version consisted of a set of five 8x11½ inch pictures depicting challenging predicaments. The procedure entailed (a) students being asked to pretend that they were in the story, (b) explain what was happening, and (c) what would they do next. Based upon the criteria developed by Vaughn and Ridley in the Behavioral Interpersonal Problem Solving test (Taylor, 1986), the following (or similar) responses were considered appropriate:

a. "I can get another chair."

b. "We can take turns."

c. "I can get a ball out of the toy box.

d. "I can apologize."

e. "I can tell him that I'm sorry.

However, the students in the targeted prekindergarten class gave at least three out of five inappropriate responses. The students' responses from the Conflict Inventory Test are indicated in Table 2.

Table 2

Students' Responses to Pre-test

Story Pictures of Conflictive Situations	Students																			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	-	-	+	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+	+
2	+	-	+	-	-	-	-	-	-	-	-	+	-	-	-	+	-	-	-	+
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	+
4	-	-	-	-	-	-	-	-	-	-	-	+	-	-	-	-	-	-	-	-
5	-	-	-	-	-	+	-	-	-	-	-	-	-	-	-	-	+	-	-	-

Note. Responses were tabulated as + (appropriate) and - (inappropriate).

The results, gathered from the Conflict Inventory Test and the recordings of the observations, provided data of the existing problem. Thus, the writer accumulated data to justify that the practicum problem persisted: Students exhibited inability to exercise positive conflict resolution strategies to solve problems.

Causative Analysis

The daily schedule for the targeted prekindergarten class consisted of free choice and recess periods. The free choice period encompasses a large portion of the school morning. Students selected two centers (e.g., cut and paste, housekeeping, blocks, painting, manipulatives, and puzzles) to work during this time. These activities were

usually non-teacher directed. However, the teacher and the teacher assistant circulated among the centers to provide requested assistance.

Prior to implementing the use of the centers, the class and writer developed rules for participating in the center including "be kind to your classmate." Nevertheless, the rules were not adequately practiced. Students refused to share, declined to help one another, stated abusive comments, argued over toys (even when there were duplicates), and inflicted bodily harm.

Similar actions were observed on the playground at recess time. Students argued over the large playground equipment and refused to take turns. Furthermore, there were ample outdoor toys available. Students had access to balls, ropes, hula hoops, water table, tricycles, wagons, scooters, and other movable toys. And yet, students continuously engaged in disputes.

In other incidents, children were encouraged to participate in cooperative problem solving activities (e.g., putting a puzzle together, cleaning up a center, making a class decision), however, the students were not able to perform. There existed no collaborative efforts among the large and/or small groups to share ideas, offer suggestions, and/or to attempt to solve problems. This condition persisted because students were not utilizing energies to accomplish goals in a cooperative manner.

The data collected justified the fact that the targeted prekindergarten class participated in constant conflicts. One of the major causes for this dilemma was the students' lack of prosocial and interpersonal skills. Additionally, the other cause related to the fact that students showed a deficiency in the ability to engage in cooperative problem solving activities. Clewett (1988) strongly suggested that young children should be taught appropriate social behaviors so that they can successfully function in society as responsible citizens.

Relationship of the Problem to the Literature

A review of the literature revealed the prevailing concern relating to conflict occurrences in early childhood education settings. Researchers expressed findings pertaining to conflict transpiring among young children.

The dynamics of prekindergarten students' conflictive situations were described by Maynard (1985) and Laursen and Hartup (1989). The authors concurred that the majority of children's disputes were related to the subject of "possession." Students participated in confrontations that involved a specific toy (apparatus) or territory and expressed dissatisfaction through action and/or utterance: verbally or nonverbally. Maynard concluded that these infractions threatened the stability of the social organization of the school.

In contrast, Caplan, Vespo, Pedersen, and Hay (1991) and Vespo and Caplan (1993) reported several studies that demonstrated conflict being influenced by interpersonal relations rather than tangible resources. The researchers conducted the studies to compare the use of toys in various forms and social structures. The results substantiated the assumption that more incidents occurred when social structure (e.g., gender of children, the number of children present, the developmental levels of the children, the number of children present, the developmental levels of the children, the social relation of group members) was the primary factor.

The concept of interpersonal relationship was also cited in the studies performed by Dodge (1983), Strayer and Trudel (1984), and Denham, McKinley, Couchoud, and Holt (1990). The authors compared children's social, cognitive, and behavioral perspectives to peer status. Using a group of boys, Dodge observed specific patterns develop in relation to the boys' social skills and acceptance by peers. Boys, who were considered to be popular, were (a) physically handsome, (b) readily willing to engage in cooperative learning projects, (c) actively participating in conversations, (d) effectively formulating interactions, and (3) usually avoiding confrontations. In contrast, the unpopular boys resorted to inappropriate behaviors (e.g., threats, hostile remarks, physical contact). Denham et al.

and Strayer and Trudel arrived at similar conclusions in studies performed. However, the former discovered an additional entity: Students' emotional stability was influenced by popularity status. Hence, children, who exhibited comprehension of others' emotions, were generally popular.

To address a specific form of emotion, Fabes and Eisenberg (1992) presented a study pertaining to interpersonal anger. The study denoted a number of variables which compelled expressions of interpersonal anger: (a) the sex of the individuals involved, (b) the social status of the students, and (c) the developmental growth of the students.

Children's immediate actions following conflicts were reported by Sackin and Thelen (1984), Shantz (1987), and Hartup, Laursen, Stewart, and Eastenson (1988). In some instances, students differed regarding the ownership of a toy or another object: Neither student wished to retain the object after the confrontation ceased. If a student elected to retain the object, he/she was observed transporting the object to another section of the classroom for protection. In other situations, children continued to play near the child involved in the conflict, however, there was no communication or interaction.

According to a number of studies (Bickmore, 1991; Gershman & Hayes, 1983; Howes, 1983; Nelson & Aboud, 1985)

the existence of friendship was a fundamental component for building peer associations. The authors indicated that distinct differences occurred when friends and nonfriends engaged in disagreements. However, children tended to consider friendship relations when assessing a conflict situation (Hymel, 1986; Slomkowski & Killen, 1992). Slomkowski and Killen reported that when children were asked to determine whether a disputing action was a transgression, the children generally responded that the infraction was a transgression when the perpetrator was a nonfriend. Furthermore, the researchers found, in most instances, that conflict among friends occurred more frequently than among nonfriends. This circumstance usually existed in view of the duration of time that friends spent together. Moreover, friends were more successful in solving problems among themselves, whereas, adult intervention was commonly necessary for nonfriends.

McClure, Miller, and Russo (1992) identified the effectiveness of conflict in group dynamics. Comparable to adult situations, children's groups generally challenged the leadership (e.g., the child who wanted to choose the game to be played). Subsequently, the group resorted to physical contact due to the children's lack of social skills to negotiate and/or compromise.

A review of the related literature indicated the necessity of conflict for the (a) acquisition of knowledge,

(b) implementation of changes, (c) nurturing of relationships and (d) establishment of societies. Furthermore, the literature revealed that conflict is essential for the developmental growth of young children. However, researchers agreed that young children should acquire prosocial and interpersonal skills in order to appropriately function in society. Therefore, the students should be encouraged to participate in learning experiences that foster such skills.

Chapter III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goal and outcomes were projected for this practicum. Prekindergarten students were to acquire positive conflict resolution practices. Consequently, students would use the strategies to solve problems that occurred in a social setting.

Expected Outcomes

A review of the related literature presented several methods to enhance conflict resolution strategies with prekindergarten students. By considering the suggested approaches, the writer determined implementation strategies. At the conclusion of the practicum, it was anticipated that the selected implementation process would intensify the students' prosocial and interpersonal skills as they encountered conflictive circumstances.

Outcome Number 1

Students would demonstrate no more than five inappropriate acts of conflict resolution during the free choice and recess periods of any school day.

Outcome Number 2

Students would give a minimum of four out of five appropriate responses on the Conflict Inventory Test.

Measurement of Outcomes

Outcome number one was measured by the observation process. During the last four weeks of the practicum, students were observed during the choice time and recess periods. The occurrences of conflictive actions were recorded on the Record Form For Observations. These results were compared with the observational outcomes that were accrued prior to the implementation of the practicum. The results are presented in the report.

Outcome number two was measured by a comparison of the pre- and post-test results of the Conflict Inventory Test. The post-test was administered to individual students during the twelfth week of the practicum. The children were asked to (a) look at the picture, (b) explain the event occurring, and (c) state what action they would take next. This procedure was followed for the set of five pictures. The results are presented in the form of a table and narrative in the report.

Chapter IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The practicum problem was: Prekindergarten students demonstrated inappropriate conflict resolution strategies to solve disputes.

The review of the literature offered various strategies and programs that early childhood educators could implement to enhance students' usage of positive conflict resolution skills. Thereby, the educator would be able to provide the environment for young children to acquire social competence with peers in a school setting and other social situations.

Various studies (Bickmore, 1991; DiMartino, 1990; Strayer & Trudel, 1984) denoted the development of social competence with young children. The researchers concurred that the young children's learning environment should be established in such a manner that the children could interact with each other and appropriately address conflict as social competence was obtained.

In addition to the learning environment being a state of readiness, Doescher and Sugawara (1989) addressed teacher preparedness. The authors recommended three general strategies for teachers to consider in order to promote prosocial behavior in the early childhood classroom. Initially, the teachers would assess perceptions in regard

to young children's developmental growth and capabilities. By performing an assessment, teachers would be cognizant of the characteristics and abilities that were appropriate for young children. Secondly, the authors emphasized the necessity for teachers to evaluate teaching techniques. Teachers were urged to consider the effectiveness of presenting learning experiences that promoted positive prosocial skills with the students. Lastly, teachers were encouraged to perform self-evaluations to determine efficiency to serve as models in a prosocial environment.

Waters and Sroufe (1983), Prutzman (1983), Gesten and Weissberg (1986), Musun-Miller (1988), and Kohn (1991) presented detailed problem-solving programs. Even though the formats differed, the content of the programs correlated in many instances. For example, the researchers agreed that the students should participate in activities that would provide practice identifying problems, determining causes, and deciding upon solutions. Many of these practices could be presented in dramatizations, role playing and interpretations.

In a similar effort, Conn (1989) presented a framework for a conflict resolution program. While encompassing the components mentioned above, Conn included a mediation entity. Wilson (1988) contended that the students could serve as mediators after obtaining proficiency in problem solving skills. Therefore, students would assume a greater

responsibility in resolving disagreements occurring among peers.

Casey (1990) developed a model in which provisions were established for young children to become advocate problem solvers. Utilizing the inquiry method, students were encouraged to participate in problem-solving projects. The projects were located in the learning centers organized in the classroom. Hence, this arrangement afforded the children opportunities to engage in cooperative group work.

Factor and Schilmoeller (1983) recognized the importance of students being able to articulate feelings to others. The authors developed a social training program in which student engaged in ten sessions of verbal instruction. The lessons provided opportunities for students to practice verbalizing questions, explanations, answers, and emotions.

The language component was also utilized by Vaughn and Ridley (1983). Through the interpersonal problem solving skills program, the authors included a language concepts section in conjunction with empathy, perception, alternative thinking, consequential thinking, procedural thinking, and integrating skills. As the program proceeded, the authors acknowledged the importance of nonverbal responses. As a result, nonverbal responses were monitored as well.

Golden (1987), Nattiv (1988), Nattiv, Render, Lemire, and Render (1989), Cartwright (1993), and Goffin (1987) reported programs using cooperative learning strategies.

The authors cited studies in which students were arranged in small groups (Azmitia, 1988; Kohler, Strain, Maretsky & DeCesara, 1990; Rogers & Ross, 1986). The groups were created for several purposes. Teachers organized groups for students to work collaboratively to solve a problem or to accomplish a common goal. Students elected to join groups to work with friends or to participate in an activity that appeared to be interesting. Goffin stressed using this strategy especially during the choice time period. Glakes (1991) and Castle and Wilson (1992) extended the concept of the cooperative learning strategy through the use of games that could be implemented in the classroom and/or on the playground.

In summary, Taylor (1986) and Marantz (1988) reviewed strategies for incorporating interpersonal problem solving programs to promote prosocial behavior with young children. The authors stressed the necessity for teachers to determine appropriate programs or approaches. Consequently, teachers would be able to provide learning experiences for students to practice interpersonal problem solving skills while functioning in a social environment.

Description of Selected Solution

Being knowledgeable of the developmental stages of young children, the writer was aware of the social characteristics of students assigned to prekindergarten classes. Usually, the children possessed minimum

socialization skills due to their perception of themselves and their world. Moreover, this situation existed because the prekindergarten setting was primarily the children's first formal social environment. Consequently, the students exhibited the inability to apply positive conflict resolution strategies.

In reviewing the literature related to enhancing young children's prosocial skills, the writer discovered programs that were implemented to address this issue (Bolen, 1989; Casey, 1990; Clewett, 1988; Conn, 1989; Factor & Schilmoeller, 1983; Gesten & Weissberg, 1986; Pipkin and Dimenna, 1989; Taylor, 1986). These programs, just to mention a few, offered a variety of approaches. For instance, Factor & Schilmoeller contended that young children learned more effectively when there was active participation in the learning process. Also, children enjoyed "pretending," creating ideas, and fantasies as they interacted with other children (Bolen). Furthermore, Pipkin and Dimenna emphasized the use of creative dramatics as an effective strategy to help students develop prosocial skills. The authors explained that dramas were composed of plots that incorporated the elements of conflict and solution. Therefore, this medium could be utilized in learning experiences which allowed the students to dramatize conflictive situations that were prevalent to them.

After considering the character of the targeted prekindergarten class and the literature review, the writer developed a literacy program as one solution to administer during the practicum period. Students participated in storytelling activities (Brown, 1990; Fassler & Janis, 1985) which included the extensive use of various forms of children's literature (Lamme & McKinley, 1992). Through the application of role playing (Doyle & Connely, 1989), puppetry, flannel board stories, organized games (Castle & Wilson, 1992), and physical movement, students were afforded opportunities to develop conflict resolution strategies.

The second component used for the practicum was a citizenship program. The program was an adaptation of the programs created by Johnson, Johnson, and Burnett (1992), Nelson and Aboud (1985), and Doescher and Sugawara (1989). The citizenship program provided opportunities for students to be distinguished for exhibiting appropriate prosocial behavior. Additionally, students participated in recognizing peers who displayed appropriate conflict resolution strategies during the choice time and recess periods. The writer anticipated that the citizenship program, as well as the literacy program, would be successful since the related literature revealed implementation and positive results from similar programs.

Report of Action Taken

The writer developed and conducted a twelve-week implementation period. The implementation was executed with the primary purpose of enhancing prekindergarten students' ability to address conflicts in a positive prosocial manner.

Prior to the implementation of the practicum, the writer initiated a bibliographical collection of children's books (see Appendix C for a partial list). A listing was obtained from the children's division at the Library of Congress. Next, the writer consulted with the children's librarian at several public libraries and elementary schools. The lists were complied and the selection of each book was determined. The criteria for selection consisted of two determinants: The book had to contain the element of conflict which was clearly defined and successfully resolved. In addition, the books had to be age-appropriate.

Also, during this preliminary period, the writer intensely observed the students at choice time and recess. Whenever an infraction occurred, the writer recorded the type of infraction (e.g., hostile physical contact, abusive comments) committed as well as the students involved. As mentioned earlier, the resulted are cited in Table 1.

The following action was performed as the implementation period proceeded.

Week 1

The writer continued to collect materials for the bibliography. Additional titles were received from a professor at a local university. Materials for the literacy program were assembled. The writer constructed story character puppets and felt figures. Moreover, a puppet theater was acquired and props were collected for the exercises involving creative dramatics.

Week 2

The bibliography of children's literature was finalized. The writer began collecting books to be included in the library center located in the classroom. This center also contained (a) cassette tapes, (b) puppets and puppet theater, and (c) felt figures and a flannel board. The literacy program commenced with the following format:

a. The first component was storytelling. Using books pertaining to a similar type of conflict (e.g., fighting), the writer selected several books from the bibliography. Prior to reading a story, the writer asked the students a motivating question (e.g., "What would you do if someone had a toy and you wanted it?"). As the story was read, the writer asked several pre-determined questions to address specific concerns:

"What is the conflict?"

"How does the character feel?"

"Why does the character feel that way?"

"What do you think the solution to the problem will be?

At the conclusion of the story, the writer and the students discussed the appropriateness of the solution cited in the story.

b. The second component was dramatization. This activity usually occurred immediately following the reading of the story. Depending upon the desired emphasis, the writer determined whether the entire text or a specific section of the story was dramatized.

c. The third component related to follow-up activities. During the choice time period, the writer conducted or provided materials for students to participate in extended activities. These activities reinforced the conflict resolution strategies being emphasized (e.g., solving a problem cooperatively, considering the feelings of others). The writer included other activities which involved using appropriate games with small/large groups. These exercises provided opportunities for students to practice the prosocial skills being taught. Reinforcement was

also provided through the students' use of the puppet theater and flannel board for reenacting the stories. The writer repeated this procedure for each story throughout the practicum.

Week 3

The writer proceeded with the literacy program as outlined. However, on several occasions, the students were familiar with the story presented. It was their desire to dramatize the story prior to the reading of text. The students were allowed to do so. Hence, the writer revamped the questions asked (e.g., "How would you solve the problem differently?"). During this segment of the practicum implementation, the writer initiated the citizenship program. The class and the writer collaboratively determined the class rules. The rules were posted in a highly visual place in the classroom. The writer devised the consequences and reward system to be used. In some instances, individual students received rewards (e.g., stickers, special privileges) when they accumulated less than three conflict occurrences for any school day. The writer presented the class a reward when there were less than 25 conflictive occurrences during an entire week (e.g., extra recess time, a treat, a video selected by the class). The writer maintained a visual tally system (e.g., paper balloons were added to a

special bulletin board, mittens were placed on snowmen, marbles or other objects were added to a clear plastic jar) to show the status of the class as the week progressed. The students selected the "Citizen of the Week." This child was featured on a special bulletin board with his/her picture, favorite artwork, and favorite articles of clothing.

Week 4

The writer continued to implement the literacy and citizenship programs as planned. The writer changed the books and cassette tapes housed in the library. However, the writer consented to allow favorite titles to remain in the library center.

Week 5

The writer proceeded with the two programs in progress. During this week, the writer began to place greater emphasis on interjecting solving activities, prosocial exercises, and interpersonal skill building practices throughout the choice time and recess periods.

Week 6

The writer continued the practicum process as scheduled. During a storytelling session, the class dramatized a story related to "sharing." This presentation was viewed by another prekindergarten teacher who requested that the students present the dramatization to her class. This class and the

writer's class shared the same playground at recess time. The other teacher anticipated that the presentation would help foster better interpersonal relationships among the two classes.

Week 7

The writer proceeded with the implementation of the literacy and citizenship programs. Frequently, during the storytelling segment, the writer omitted reading the conclusion of the story which contained the solution to the problem. This strategy allowed the students to analyze the information given and develop their own solution. After the students expressed their views, the writer read the author's version. As a result of this activity, the writer gained a greater perception of the children's understanding of appropriate conflict resolution strategies. With this insight, the writer introduced mediation tactics. The writer encouraged the students to assume an active role in mediating classmates' disputes. Subsequently, the writer anticipated a noticeable decline for the need of adult intervention.

Week 8

At this juncture, the writer proceeded with the implementation of the practicum. However, more emphasis was placed on the mediation process. Role

playing was used extensively to provide students with ample opportunities to practice mediation strategies.

Week 9

The writer continued the components of the practicum as well as conducted observations during the choice time and recess periods. The results were recorded on the Record Form For Observations. To provide the students with an ongoing calculation of their progress to exercise positive conflict resolution skills, the writer developed a pictorial graph for each student. The graphs were stored in folders. The writer and the students collaboratively recorded the students' progress by applying stars on "good behavior" days.

Week 10

At this point, the writer orchestrated the continuation of the literacy and citizenship programs. The books and cassette tapes were replenished in the library. Because of student interest, the writer provided blank tapes for the students to record stories. The stories pertained to stories that the writer had previously read and/or stories created by the students. The writer continued to monitor the students' behavior on the playground and in the classroom during choice time.

Week 11

The process of the practicum projection remained on schedule. A parent volunteered to conduct one of the

storytelling sessions. Several parents requested that the writer provide instructions for constructing a flannel board as well as patterns for the felt figures. The writer invited all parents to an after school workshop to accommodate the request. During this week, parent-teach conferences were conducted. The writer shared the students' behavior report with the parents in attendance.

Week 12

During this period, the writer completed the implementation of the literacy and citizenship programs. The observations were completed and the writer administered the Conflict Inventory Test to each student individually. The students assisted in developing a program for citizenship day. Some students elected to share stories that the writer had read. Others decided to share their original compositions. The students were encouraged to use or construct props needed for their presentations. The writer provided assistance where needed. Parents, friends, and the other prekindergarten class were invited to the program. The writer issued certificates of improvement to the students.

Week 13

The writer reviewed the collected data from the student observations and test results. The results were

analyzed and prepared to be reproduced in a brochure format. The brochure will be shared with the writer's colleagues. The writer began to prepare the report of the practicum.

Chapter V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

In the local school setting, the writer was greatly concerned with the number of aggressive and antisocial behaviors that were exhibited by prekindergarten students. The conflictive activities were especially observed during the choice time and recess periods. Efforts were established to obliterate this situation. Consequently, the writer developed and executed a practicum project to address this issue.

The primary objective of the practicum implementation was to enhance the conflict resolution strategies of prekindergarten students. The goal was to be accomplished through the inclusion of a literacy and citizenship program. There were two targeted outcomes for the practicum project: (1) students would demonstrate no more than five inappropriate acts of conflict during the choice time and recess periods of any school day and (2) students would give a minimum of four out of five appropriate responses on the Conflict Inventory Test.

The first outcome, minimizing the occurrences of inappropriate acts of conflict, was analyzed by comparing the results of two observational periods. The observations were conducted prior to the practicum implementation and

during the last four weeks of implementation. The number of occurrences observed prior to the practicum implementation totaled as many as 30 incidents during one school day. In contrast, the interpretation of the results, relating to the last four weeks of the practicum implementation, revealed a considerable deduction in incidents. These results are cited on Table 3. Table 3 also confirmed that the first outcome was not achieved. However, there were seven days during the last four weeks when there were five or fewer conflictive occurrences.

Table 3

Number of Inappropriate Behaviors of 21 Students for Observation 2

	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
Undesirable Physical Contact	3	4	1	2	5	2	2	2	3	1	0	3	0	1	0	1	0	0	1	0
Desiring to be "first"	3	2	3	4	3	1	3	0	0	3	2	0	0	2	0	2	0	0	3	0
Unpleasant Comments Spoken	2	1	3	3	1	0	0	2	1	0	3	1	0	0	0	0	0	0	3	0
Desiring the Same Toy/Apparatus	1	2	2	1	2	1	3	5	3	2	1	1	0	0	2	2	1	0	0	1
Desiring the Same Space	6	1	3	3	0	2	1	1	1	0	2	1	2	1	1	0	0	1	0	1
TOTAL	15	10	12	13	6	6	9	10	8	6	8	6	2	4	3	5	1	1	7	2
	Week 1					Week 2					Week 3					Week 4				

The second outcome projected that the students would respond with at least four appropriate reactions to the Conflict Inventory Test items. The results, which are presented in Table 4, revealed significant evidence that the second outcome was achieved.

Table 4

Students' Responses to Post-test

Story Pictures of Conflictive Situations	Students																			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
2	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+	+
3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-	+
4	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
5	+	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+	+	+	+	+

Note. Responses were tabulated as + (appropriate) and - (inappropriate).

When comparing the results of both instruments, several conclusions can be determined. The results of the Conflict Inventory Test attest to the fact that the students' ability to determine the appropriate course of action in the event of a conflict had increased significantly. In addition, it can be assumed that the students could function in a favorable manner when engaged in a group setting: large or small. Therefore, the students demonstrated the ability to

implement prosocial and interpersonal skills as they solved conflicts in the school setting.

Discussion

According to Golden (1987), inappropriate social behaviors displayed by young children are primarily due to their limited social experiences. Fourteen of the 20 students, enrolled in the targeted prekindergarten class, were attending their first formal setting involving a large group of children. Hence, the possibility of numerous conflictive situations occurring with this class, seemed unavoidable. Therefore, the need for the writer to provide learning experiences that would enhance the students' competence to address disputes in a positive prosocial manner, seemed most appropriate.

As the writer implemented the practicum process, the students received both programs with much enthusiasm. The children actively engaged in numerous storytelling activities that were teacher- and/or self-directed. The dramatization component of the literacy program was most popular with the children. Students were observed dramatizing stories in centers other than the library: the housekeeping, science and dramatic play. Children acquired a great interest for the puppet theater. Using various materials (e.g., paper towel rolls, craft sticks, socks, pipe cleaners), students constructed puppets. The children

eventually involved their parents into the art of puppetry. (This interest materialized into the parent workshop.)

The implementation of the citizenship program proved to be a successful venture as well. The students were elated to be chosen as the "Citizen of the Week." They brought favorite clothing, toys, and family pictures to display on the "Citizen of the Week" bulletin board. This display also became a favorite with the parents. They helped their children select and mount items on the board. On occasion, parents could be heard reminding the children the importance of being the "Citizen of the Week" and how they must exhibit "good behavior" at all times.

At the outset of the practicum, it was not anticipated that a student teacher would be assigned to the prekindergarten class. However, one did arrive during the third week of the implementation. The student teacher's presence provided an additional adult to meet the needs of the students. Also, the writer was able to perform the observations during the last segment of the practicum without being disturbed. The children understood that the student teacher was the "teacher" during those weeks.

As mentioned above, the first outcome outlined by the writer was not realized. Perhaps, there may be several reasons for this situation. Firstly, the weather proved to be a factor. Because of the extreme cold temperatures, snow, and icy conditions, the school was closed at least one

day during the last five weeks of the practicum. This constant interruption affected the students' attendance as well as their temperament. Also, the class was infected with a reoccurrence of chicken pox. This condition caused much distress for the students because of the absence of their classmates. Thirdly, a new student was assigned to the class during the third week of implementation. The student experienced much difficulty adjusting to a new country, language, school, teacher, and friends. Hence, a number of the disputes was initiated by this student. Lastly, the writer's expectations may have been projected beyond a reasonable level. As stated under the expected outcomes, the students were projected to achieve the outcomes during a three-month period. Reflecting upon the developmental growth of the targeted class, the writer surmised that the pace was too intensified for the students to accomplish the goal.

Nevertheless, the writer is quite pleased with the progress that the students are exhibiting. Children are observed "taking turns," readily sharing, and expressing polite comments. In addition, the students enjoy participating in cooperative learning activities. They especially like to work in small groups as "young scientists." The groups determine a job for each member: group leader, material supplier, recorder, and cheerleader. If a problem arises, it is the group leader's responsibility

to guide the group through a decision making process to solve the problem. The group can ask for assistance when the problem cannot be solved, however, this is rarely necessary. It is quite evident that the children have made extensive progress in utilizing problem solving skills. Thus, the writer is satisfied that the practicum implementation was a positive and fruitful experience for the students.

Recommendations

Prekindergarten is a unique year in the young student's school career. The student experiences a major transition: extending the child's world beyond the home. In the school environment, the student is confronted with new experiences which include associating with a large group of children. Because of this influx of young children exhibiting similar developmental characteristics, it is imperative that the prekindergarten teacher is equipped to analyze and establish developmentally appropriate programs that will address the needs of the "whole child." To accomplish this task, the writer suggests that colleges and universities review course offerings for teacher preparation programs. Oftentimes, new teachers lack the knowledge to meet the challenges that await them. Institutions should keep abreast with the current trends. Therefore, teachers will be able to enter the classroom with effective practices to assist young

children to acquire skills needed to survive in today's society.

Dissemination

Dissemination of the practicum results was conducted through several methods. The information was compiled into a brochure which was distributed to early childhood teachers attending the Early Childhood Collaborative monthly meeting. The brochure generated a great deal of interest. The topic, "Implementing Conflict Resolution Strategies," was included as one of the topics to be considered for an interest forum.

The brochure was also distributed to the faculty at the writer's school. The writer conducted a workshop for the primary teachers. Additionally, the writer served as a consultant for the intermediate teachers. These teachers adapted the concept of the practicum to implement with older students.

The writer served as a presenter at the Early Learning Years Institute. On this occasion, the writer presented two workshops for teachers, teacher aides, and administrators. Participants engaged in each of the components of the literacy program. The writer read a story and simultaneously asked the participants to identify the conflict, describe the character's feelings, and determine whether the conflict was solved appropriately. In addition, some participants dramatized a segment of the story. Lastly, the writer shared the concept of the citizenship

program. Photographs, exhibiting the "Citizen of the Week" bulletin board, were shared as well as resource materials used for this program. Many of the participants expressed interest in implementing similar conflict resolution strategies.

A proposal has been submitted to the National Association for the Education of Young Children. The writer anticipates serving as a presenter at the annual national conference.

REFERENCES

Azmitia, M. (1988). Peer interaction and problem solving: When are two heads better than one? Child Development, 59(1), 87-96.

Bickmore, K. (1991, April). The social studies: Knowledge for participation in social conflict? Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Bolen, L. (1989). The importance of the arts in the early childhood curriculum. Dimensions, 18(1), 11-14.

Brown, V. (1990). Drama as an integral part of the early childhood curriculum. Design for the Arts in Education, 91(6), 26-33.

Caplan, M., Vespo, J., Pedersen, J., & Hay, D. F. (1991). Conflict and its resolution in small groups of one- and two-year olds. Child Development, 62, 1513-1524.

Cartwright, S. (1993). Cooperative learning can occur in any kind of program. Young Children, 48(2), 12-14.

Casey, M. B. (1990). A planning and problem-solving preschool model: The methodology of being a good learner. Early Childhood Research Quarterly, 5(1), 53-67.

Castle, K., & Wilson, D. (1992). Creativity is alive in outdoor play! Children solve problems as they invent games on the playground. Dimensions of Early Childhood, 20(4), 11-14, 39.

Clewett, A. S. (1988). Guidance and discipline: Teaching young children appropriate behavior. Young Children, 43(4), 26-31.

Conn, E. J. R. (1989, August). Conflict management techniques for kindergarten through fourth grade. Paper presented at the Research Colloquia, Murray, KY.

Denham, S., Bouril, B., & Belouad, F. (1991, April). Preschoolers' understanding of challenging peer situations. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Denham, S. A., McKinley, M., Couchoud, E. A., & Holt, R. (1990). Emotional and behavioral predictors of preschool peer ratings. Child Development, 61, 1145-1152.

DiMartino, E. C. (1990). The remarkable social competence of young children. International Journal of Early Childhood, 22(1), 23-31.

Dodge, K. A. (1983). Behavioral antecedents of peer social status. Child Development, 54, 1386-1399.

Doescher, S. M., & Sugawara, A. I. (1989). Encouraging prosocial behavior in young children. Childhood Education, 65, 213-216.

Doyle, A. B., & Connely, T. (1989). Negotiation and enactment in social pretend play: Relations to social acceptance and social cognition. Early Childhood Research Quarterly, 4, 289-302.

Fabes, R. A., & Eisenberg, N. (1992). Young children's coping with interpersonal anger. Child Development, 63, 116-128.

Factor, D. C., & Schilmoeller, G. L. (1983). Social skill training of preschool children. Child Study Journal, 13, 41-55.

Fassler, J., & Janis, M. G. (1985). Books, children, and peace. Social Education, 49, 493-497.

Gershman, E. S., & Hayes, D. S. (1983). Differential stability of reciprocal friendships and unilateral relationships among preschool children. Merrill-Palmer Quarterly, 29, 169-177.

Gesten, E. L., & Weissberg, R. P. (1986). Social problem solving training with children: A guide to effective practice. Special Services in the Schools, 2(4), 19-39.

Glakes, B. A. (1991). Teaching cooperative skills through games. Journal of Physical Education, Recreation, and Dance, 62(5), 28-30.

Goffin, S. G. (1987). Cooperative behaviors: They need our support. Young Children, 42(2), 75-81.

Golden, L. B. (1987). Prosocial learning groups with young children. Elementary School Guidance and Counseling, 22, 31-36.

Harter, S., & Pike, R. (1984). Pictorial scale of perceived competence and social acceptance for young children. Child Development, 55, 1969-1982.

Hartup, W. W., Laursen, B., Stewart, M. I., Eastenson, A. (1988). Conflict and the friendship relations of young children. Child Development, 59, 1590-1600.

Howes, C. (1983). Patterns of friendship. Child Development, 57, 1041-1053.

Hymel, S. (1986). Interpretation of peer behavior: Affective bias in childhood and adolescence. Child Development, 57, 431-445.

Johnson, D. W., Johnson, R. T., & Burnett, R. (1992). Teaching students to be peer mediators. Educational Leadership, 50(1), 10-13.

Kohler, F. W., Strain, P. S., Maretsky, S., & DeCesara, L. (1990). Promoting positive and supportive interactions between preschoolers: An analysis of group-oriented contingencies. Journal of Early Intervention, 14, 327-341.

Kohn, A. (1991). Caring kids: The role of the school. Phi Delta Kappa, 72, 496-506.

Lamme, L. L., & McKinley, L. (1992). Creating a caring classroom with children's literature. Young Children, 48(1), 65-71.

Laursen, B., Hartup, W. W. (1989). The dynamics of preschool children's conflicts. Merrill-Palmer Quarterly,35(3), 281-297.

Marantz, M. (1988). Fostering prosocial behavior in the early childhood classroom: Review of the research. Journal of Moral Education, 17(1), 27-39.

Maynard, D. W. (1985). How children start arguments. Language in Society, 14, 1-30.

McClure, B. A., Miller, G. A., & Russo, T. J. (1992). Conflict within a children's group: Suggestion for facilitating its expression and resolution strategies. The School Counselor, 39, 268-272.

Musun-Miller, L. (1988, March). Social acceptance and social problem-solving in preschool children. Paper presented at the annual meeting of the Southwestern Society for Research in Human Development, New Orleans, LA.

Nattiv, A. (1988). Cooperative learning: An overview. Journal of Humanistic Education, 12(4), 2-7.

Nattiv, A., Render, G. F., Lemire, D., & Render, K. E. (1989). Conflict resolution and interpersonal skill building through the use of cooperative learning. Journal of Humanistic Education and Development, 28(2), 96-103.

Nelson, J., & Aboud, F. E. (1985). The resolution of social conflict between friends. Child Development, 54, 1009-1017.

Pipkin, W., & Dimenna, S. (1989). Using creative dramatics to teach conflict resolution: Exploiting the drama/conflict dialectic. Journal of Humanistic Education and Development, 28(2), 104-112.

Prutzman, P. (1983). Creating a positive classroom environment. Momentum, 14(4), 22-23.

Rogers, D. L., & Ross, D. D. (1986). Encouraging positive social interaction among young children. Young Children, 41(3), 12-17.

Sackin, S., & Thelen, E. (1984). An ethological study of peaceful associative outcomes and conflicts in preschool children. Child Development, 55, 1098-1102.

Shantz, C. V. (1987). Conflicts between children. Child Development, 15, 247-258.

Slomokowski, C. L., & Killen, M. (1992). Young children's conceptions of transgressions with friends and nonfriends. International Journal of Behavior Development Development, 15, 247-258.

Strayer, F., & Trudel, M. (1984). Developmental changes in the nature and function of social dominance among young children. Ethology and Sociology, 5, 279-295.

Taylor, T. N. (1986). Enhancing interpersonal problem solving skills in preschoolers. Unpublished master's thesis, University of Pittsburgh, PA.

Vaughn, S. R., & Ridley, C. A. (1983). A preschool interpersonal problem solving problem: Does it affect behavior in the classroom? Child Study Journal, 13, 1-11.

Vespo, J. E., & Caplan, M. (1993). Preschoolers' differential conflict behavior with friends and acquaintances. Early Education and Development, 4, 45-53.

Waters, E., & Sroufe, L. A. (1983). Social competence as a developmental construct. Developmental Review, 3, 79-97.

Wilson, K. E. (1988). Developmental conflicts and conflict resolution among preschool children. Unpublished master's thesis, Pacific Oaks College, Pasadena, CA.

APPENDIX A

RECORD FORM FOR OBSERVATIONS

Appendix A

Record Form For Observations

Date_____

Place a check (✓) when behavior is observed.

UNDESIRABLE PHYSICAL CONTACT	DESIRING TO BE "FIRST"	UNPLEASANT COMMENTS SPOKEN	DESIRING THE SAME TOY/APPARATUS	DESIRING THE SAME SPACE
TOTAL_____	TOTAL_____	TOTAL_____	TOTAL_____	TOTAL_____

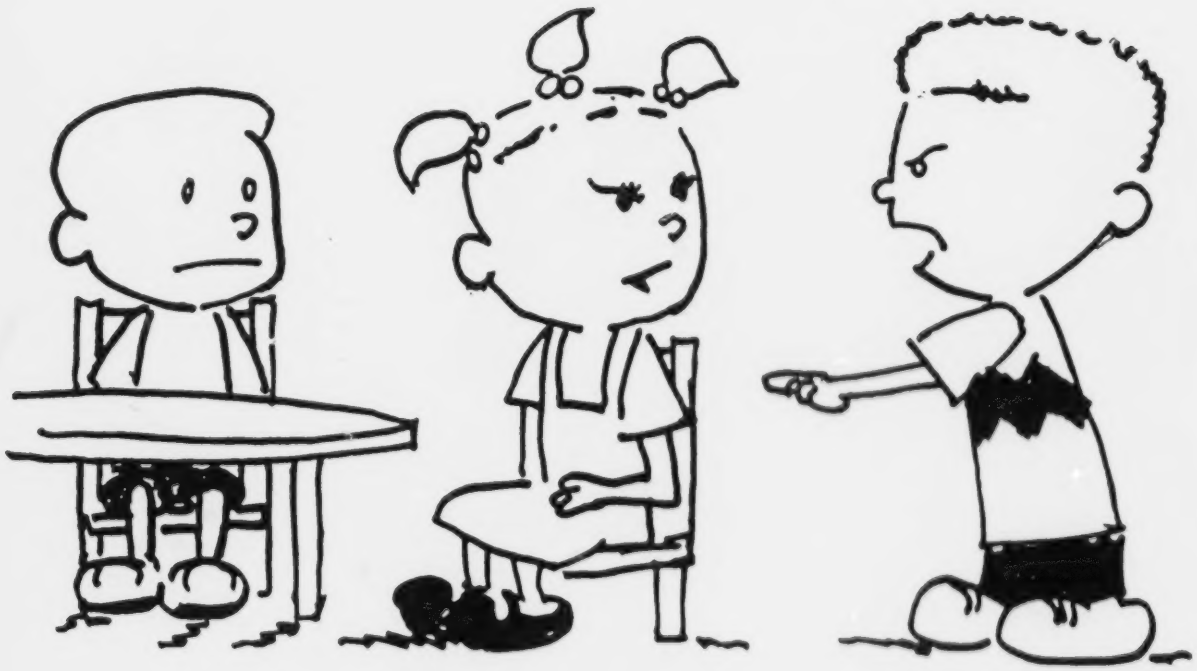
APPENDIX B

CONFLICT INVENTORY TEST PICTURES

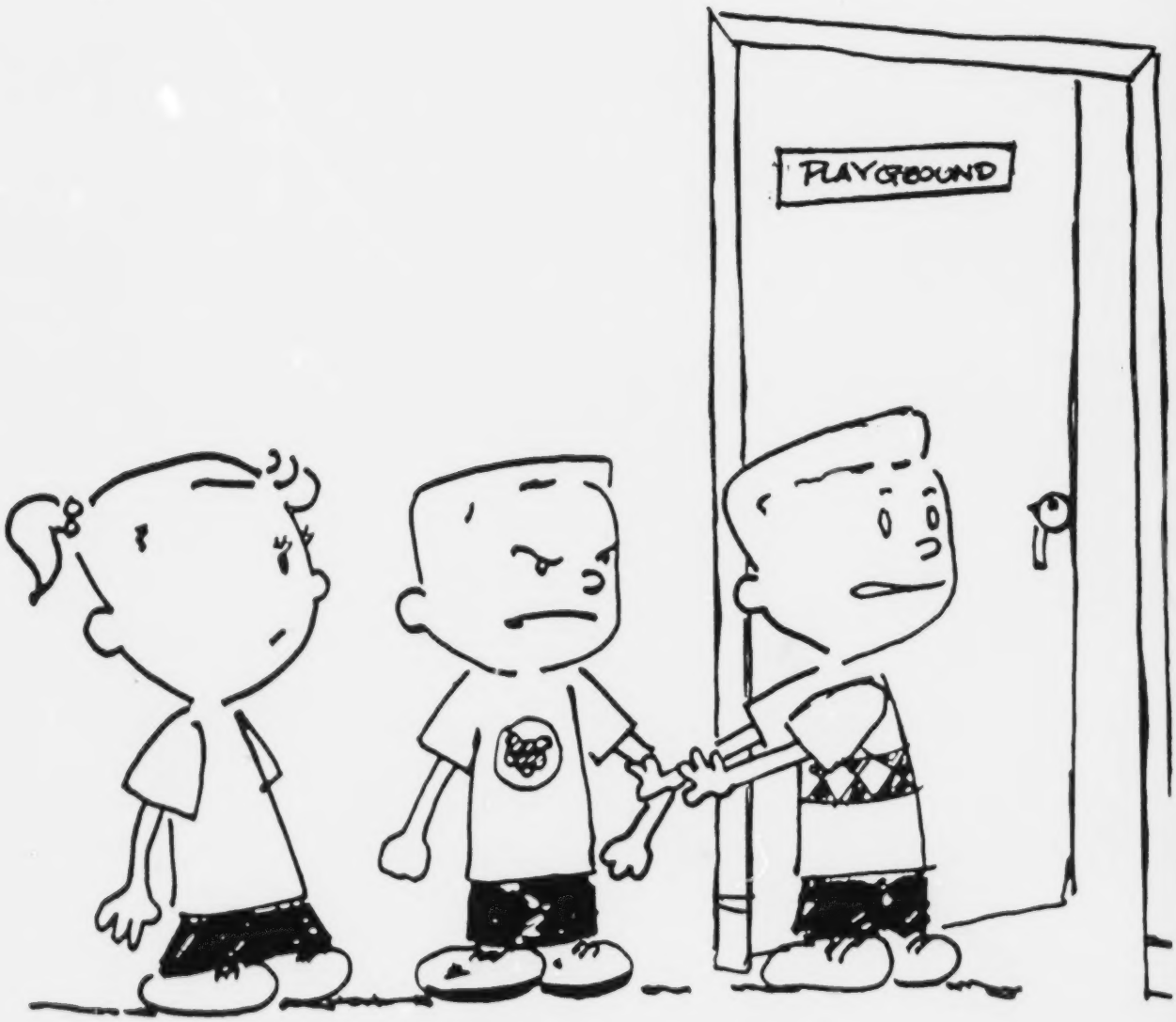
Appendix B

Conflict Inventory Test Pictures

The following set of five pictures was used to administer the Conflict Inventory Test. The purpose of this test was to acquire information regarding prekindergarten students' social competence to handle conflictive situations in a classroom setting. The students were shown each picture individually. Children were asked to pretend that they were in the story, to describe the situation, and to determine the next action. The students' responses were compared to the examples cited in the Behavioral Interpersonal Problem Solving Test developed by Vaughn and Ridley (Taylor, 1986). This process enabled the prekindergarten teacher to assess the needs of students and prescribe learning experiences that would enhance development of positive conflict resolution strategies.

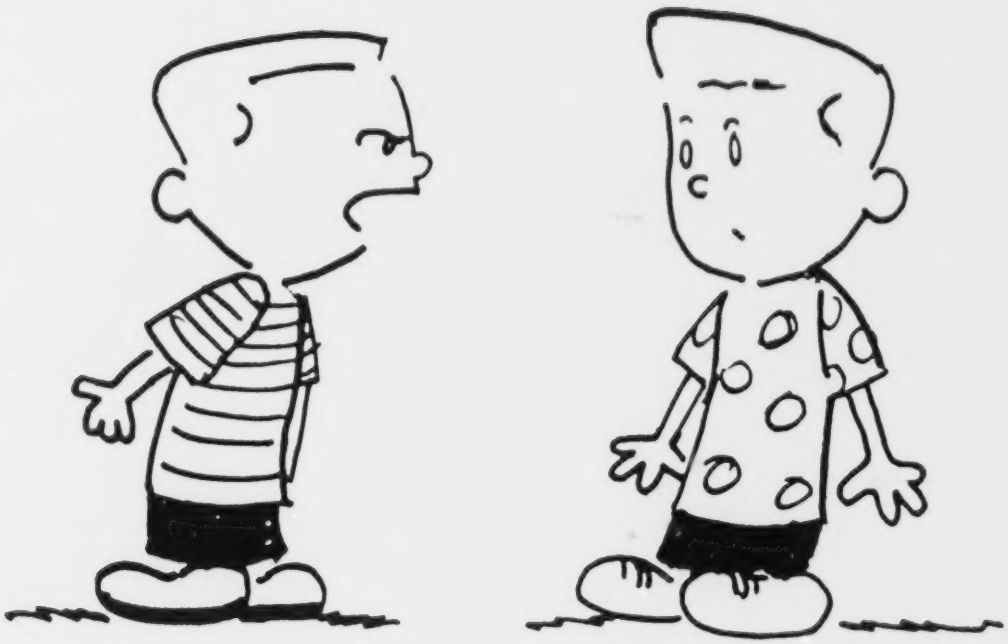


Students wish to occupy the same space.



Students desiring to be "first."

Students desire the same toy.



Student expresses undesirable comment.

Students engage in physical contact.

APPENDIX C

BIBLIOGRAPHY OF CHILDREN'S LITERATURE

BIBLIOGRAPHY OF CHILDREN'S LITERATURE

Aliki. (1963). The story of Johnny Appleseed. Englewood Cliffs, NJ: Prentice-Hall.

Bonsall, C. (1964). It's mine! New York: Harper & Row.

Brenner, B. (1966). Mr. Tall and Mr. Small. New York: Young Scott Books.

Brown, M. W. (1942). The runaway bunny. New York: Harper & Row.

_____. (1947). Goodnight moon. New York: Harper & Row.

Burton, V. L. (1942). The little house. Boston: Houghton &
Mifflin.

Caple, K. (1985). The biggest nose. New York: Houghton.

Carlson, N. (1982). Harriett and the garden. New York: Puffen Books.

_____. (1987). Arnie and the stolen markers. New York: Viking Press.

Chapman, C. (1981). Herbie's troubles. New York: Elsevies-Dutton Publishing Company.

Cole, W. (1970). Aunt Bella's umbrella. New York: Doubleday.

de Lynn, A. G. (1988). It's mine. New York: Dial Books for Young Readers.

Ets, M. H. (1955). Play with me. New York: Viking.

Fitzhugh, L. & Scappettone, S. (1964). Bang, bang you're you're dead. New York: Harper and Row.

Greenfield, E. (1979). Honey, I love. New York: Altheneum.

Hill, E. S. (1967). Evan's corner. New York: Holt, Rinehart, and Winston.

Hurd, T. (1978). The quiet evening. New York: Greenwillow Books.

Johnson, T. (1992). Sliter McCreep and his brother, Joe. New York: Harvourt Brace Jovanovich Publishers.

Keats, E. J. (1967). Peter's chair. New York: Harper & Row.

Leaf, M. (1938). The story of Ferdinand. New York: Viking Press.

Lester, H. (1993). The wizard, the fairy and the magic chicken. Boston: Houghton Mifflin Company.

Lionni, L. (1967). Frederick. New York: Random House.

Label, A. (1967). Potatoes, potatoes. New York: Harper & Row.

Mayer, M. (1968). There's a nightmare in my closet. New York: Dial Books.

Naylor, P. R. (1991). King of the playground. New York: Atheneuon MacMillan.

Ringi, K. (1968). The stranger. New York: Walker and Company.

Scott, A. H. (1972). On mother's lap. New York: McGraw Hill.

Sendak, M. (1963). Where the wild things are. New York: Harper & Row.

Silverstein, S. (1964). The giving tree. New York: Harper & Row.

Singer, D. B. (1973). Why Noah chose the dove. New York: Farrar, Straus & Giroux.

Sline, E. (1969). The snow king. New York: Walker and Company.

Spier, P. (1980). People. New York: Doubleday.

Steig, W. (1971). Amos and Boris. New York: Farrar & Giroux.

Steptoe, J. (1969). Stevie. New York: Harper and Row.

_____. (1987). Mafaro's beautiful daughters. New York: Lothrop, Lee, and Ship.

Wells, R. (1973). Benjamin and Tulip. New York: Dial Books for Young Readers.

_____. (1981). Timothy goes to school. New York: Dial Books for Young Readers.

Wildsmith, B. (1993). The large bear. New York: Oxford University Press.

Wondriska, W. (1970). All the animals were angry. New York: Holt, Rinehart, and Winston.

Zolotow, C. (1958). Do you know what I'll do? New York: Harper & Row.

_____. (1963). The sky was blue. New York: Harper & Row.

_____. (1963). The quarreling book. New York: Harper & Row.

_____. (1969). The hating book. New York: Harper & Row.

_____. (1972). William's doll. New York: Harper & Row.